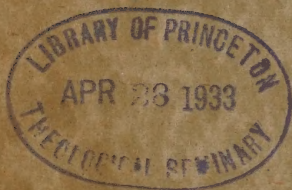


*Graded Memory  
Materials  
and  
Standards for  
Promotion*

BV  
1534.7  
.G7  
1929





BV 1534.7 .G7 1929

Graded memory materials and  
standards for promotion

✓  
**GRADED MEMORY  
MATERIALS**

*and*

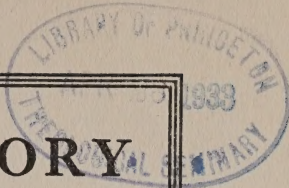
**STANDARDS FOR  
PROMOTION**

**Prepared for Use  
in the Children's Division**

**Philadelphia**

**PRESBYTERIAN BOARD of CHRISTIAN EDUCATION**

**1929**





Copyright, 1929, by the  
PRESBYTERIAN BOARD OF CHRISTIAN EDUCATION

---

Printed in the United States of America

## CONTENTS

### GRADED MEMORY MATERIALS

	PAGE
I. The Philosophy Underlying the Memorization of Materials.....	5
II. Types of Material to Be Memorized.....	6
III. The Need for Careful Choice.....	6
IV. Memory Material for Age Groups.....	7
The Beginners Department.....	7
The Primary Department.....	10
The Junior Department.....	15
V. How to Teach Memory Work.....	20
VI. The Use of Memory Material.....	20

### STANDARDS FOR PROMOTION

I. Educational Principles Underlying Promotion.....	22
II. Standards for Promotion.....	28
III. Method.....	30
IV. Promotion Day.....	36



## GRADED MEMORY MATERIALS

"Thy word have I laid up in my heart,  
That I might not sin against thee."

Childhood, that enchanted land of wonder and enthusiasm and trust, rings out its challenge to all leaders of boys and girls. With its eager and impressionable citizens "just a-yeearnin' to be learnin' anything at all," it is, to the leader in religious education, a realm of measureless opportunity, a domain of supreme responsibility. A wealth of memory treasures is the child's birthright. Endowed with a capacity to learn, he passes speedily through those years when his ability to acquire and to retain is at its height. It is, therefore, of highest importance that the utmost care be exercised in selecting and teaching the memory material which, if wisely chosen and ably taught, will enrich the pupil's entire life.

### I. THE PHILOSOPHY UNDERLYING THE MEMORIZATION OF MATERIALS

The belief:

That the Bible is a guide to life; that it is useful "for teaching, for reproof, for correction, for instruction which is in righteousness."

That childhood is an opportune time for memorizing materials which have actual meaning in the life of the child.

That, because of its beauty and usefulness, such material will constantly recur, thereby influencing life and character; that memory material is to be used, not chiefly as a standard of promotion, but as a useful and valuable aid in itself. (See page 7.)

That, according to experience, the Church School, in conjunction with the home, is the most practical agency for the accomplishment of this memorization.



That some system of memorization is necessary.

That the system should be graded, in keeping with the best pedagogical experience.

### II. TYPES OF MATERIAL TO BE MEMORIZED

Because of the wide variety of experiences in the life of the individual, different types of memory material are needed. The material used may be grouped in three classes:

**Experience-centered material.** This will include Scripture passages, hymns, and poems whose messages meet a need or an interest in the life of the child.

**Informational material.** Under this will come those facts which are an essential background for the child's understanding and study.

**Appreciation material.** Because ideals influence character, it is of tremendous importance that there be implanted early in the heart of each child a love of the beautiful—ennobling thoughts, worthily expressed, which shall aid in the enrichment of his life.

### III. THE NEED FOR CAREFUL CHOICE

The memory material, if it is to be of practical value to the child, must be within the range of his understanding and appreciation. It must be related to his own experience. It is quite possible and comparatively easy for him to repeat with accuracy, in parrot-like fashion, a given selection which may be to him entirely meaningless; we need to remind ourselves that "the mind is not a garner to be filled, but a garden to be tilled."

The appreciation already awakened in the child's mind must furnish the background for new pictures. The desirable attitudes already established must be the foundation upon which further teaching shall be based. While it is true that we are building for the future, we need to remember that we are building in the present, and that no amount of ornamentation on a finished structure can atone for a weak or faulty foundation.



## IV. MEMORY MATERIAL FOR AGE GROUPS

### The Beginners Department

(Children Four and Five Years Old)

While the Beginner is capable of understanding and learning brief songs and verses, and simple passages from the Bible, the memory material here suggested is intended to be not a promotion requirement but a supplement to the messages of the different lesson stories.

The importance of centering the teaching around the life situations of the child makes it impossible to outline any specific course to be rigidly followed. Lest the memory work become a mechanical process, failing to meet the immediate needs and interests of the child, the list given below is intended to be merely suggestive, since it is expected that the teacher will select material not in the order in which it is here given but according to the needs of her class. The Biblical material is arranged in groups based on those experiences which most commonly touch the relationships of the little child. From the twenty-two passages here listed, about twenty may be selected for the two years' course—passages which meet the child on the plane of his own experience. In some instances the teacher may choose to use one or more of the selections as extra honor work.

The material selected for the Beginners will be memorized by them quite unconsciously if the teacher uses it frequently and fittingly in the program and in the lesson period. If, whenever an opportunity presents itself, the teacher repeats reverently and gladly the words,

“Thanks to our Father we will bring,  
For he gives us everything,”

the children will soon join with her in repeating the words as well as in telling the message. While mere mechanical drill is irksome to the little child, whose powers of concentration are as yet very weak; he will nevertheless delight in meeting often the verses and songs which are aptly interwoven in the program and the lesson. The verse or Scripture passage or prayer, presented as a whole and introduced over and over again in relation to the

thought of the lesson or program, makes the memorizing quite involuntary and altogether delightful to the little child. Nor will the wise teacher always use the material in the same way, for variety—that “spice of life”—is essential to interest and attention.

Because of the little child's love of rhythm, a number of verses and couplets are suggested in the Beginners course.

In developing the memory course the teacher should build up for her own use a library of pictures which will enable the child to see the truth of each verse or song. These pictures, neatly mounted and carefully filed according to themes, will be of great value in helping the children to recall certain passages or thoughts. The Beginners memory material follows:

### Scripture:

#### God's Love:

I John 4: 8. “God is love.”

I Peter 5: 7. “He careth for you.”

Ps. 54: 4. “God is my helper.”

I John 4: 19. “We love, because he first loved us.”

John 11: 42. “Thou hearest me always.”

#### God's Gifts:

Matt. 5: 45. “He maketh his sun to rise.”

Joel 2: 23. “He causeth to come down for you the rain.”

Ps. 147: 18. “He causeth his wind to blow.”

Ps. 147: 16. “He giveth snow like wool.”

Ps. 74: 16. “The day is thine, the night also is thine.”

Ps. 74: 17. “Thou hast made summer and winter.”

I John 4: 10. “He loved us, and sent his Son.”

#### Relationship to Others:

I John 4: 11. “Love one another.”

Eph. 4: 32. “Be ye kind one to another.”

Eph. 6: 1. “Children, obey your parents.”

Prov. 17: 17. “A friend loveth at all times.”

Thanks to God:

Ps. 138: 1. "I will give thee thanks."

Ps. 57: 9. "I will sing praises unto thee."

Ps. 118: 19. "I will give thanks unto the Lord."

Ps. 86: 5. "Thou, Lord, art good."

Ps. 107: 1. "Give thanks unto the Lord; for he is good."

Matt. 10: 8. "Freely give."

### Hymns:

"Praise Him, Praise Him." ("Carols.")

"Jesus Loves Me! This I Know." ("Beginners and Primary Songs.")

"We Thank Thee, Father." ("Worship and Conduct Songs.")

"Our Gifts." ("Worship and Conduct Songs.")

Suggested alternatives\*:

"Away in a Manger." ("A First Book in Hymns and Worship.")

"A Prayer for Help." ("Worship and Conduct Songs.")

### Prayers:

#### A MORNING PRAYER

Father, I am thankful  
For thy care at night.  
Teach me to be loving:  
Help me to do right.

—Margaret Holden.

#### A BEDTIME PRAYER

"Jesus, guard and keep me  
Through the quiet night;  
May I waken happy  
In the morning light."  
From "Keystone Primary Lessons."

\*The new Beginners songbook, when it is ready, will contain many other rich possibilities.



A THANK YOU PRAYER

Thanks to our Father we will bring,  
For he gives us everything.

—*Robert Louis Stevenson.*

Verses:

A SUMMER VERSE

Little children, join the music  
Of the birdie in the tree;  
Sing again this happy morning,  
God is good, he cares for me.

—*Mabel Frost.*

A WINTER PRAYER

When snowflakes fall, I know the One  
Who sends them down, I do;  
I softly say a prayer to God,  
I whisper, "I love you."

—*Elizabeth McE. Shields,*  
In "Worship and Conduct Songs."

THIS IS GOD'S HOUSE

This is God's house and he is here to-day.  
He hears each song of praise and listens when we pray.  
From "Songs for Little People."

## The Primary Department

(Children Six, Seven, and Eight Years Old)

The increasing ability of the Primary child who has now reached school age makes it possible to introduce longer passages and songs in the memory curriculum. Aside from the memory verses, which may be correlated with the lesson thought, the following material can readily be learned. It is not intended that the work be taught in the order here given, but that passages of Scripture or hymns relating to certain groups of lessons be taught when those lessons are being used.

## First Year

### Scripture:

God, the Creator:

Gen. 1: 1. "In the beginning God created the heavens and the earth."

Eccl. 3: 11. "He hath made everything beautiful in its time."

James 1: 17. "Every good gift and every perfect gift is from above, coming down from the Father."

Giving: Matt. 10: 8. "Freely ye received, freely give."

Jesus, the Children's Friend: Mark 10: 14. "Suffer the little children to come unto me; forbid them not: for to such belongeth the kingdom of God."

God's Book: Ps. 119: 16. "I will not forget thy word."

God's Day: Ps. 118: 24.

"This is the day which the Lord hath made;  
We will rejoice and be glad in it."

God's House: Ps. 122: 1.

"I was glad when they said unto me,  
Let us go unto the house of the Lord."

God's Name: Ps. 72: 19. "Blessed be his glorious name for ever."

Honor Work: Psalm 100.

### Hymns (four to be selected):

"Night and Day." ("Songs for Little People.")

"This Is God's House." ("Songs for Little People.")

"The Christmas Manger Hymn." ("Songs for Little People.")

"I Think When I Read." ("Songs for Little People.")

"Anytime, Anywhere." ("Worship and Conduct Songs.")

NOTE: Most of these songs will be found in our new Primary hymnal to be ready soon.

### A Prayer:

"Father of all, in heaven above,  
We thank thee for thy love;  
Our food, our homes, and all we wear  
Tell of thy loving care."

**A Verse:**

Every morning seems to say,  
"There's something happy on the way,  
And God sends love to you."

—Henry van Dyke.

**Second Year**

**Scripture:**

The Golden Rule: Luke 6:31. "As ye would that men should do to you, do ye also to them likewise."

The Great Commission: Mark 16:15. "Go ye into all the world, and preach the gospel to the whole creation."

John 15:14. "Ye are my friends, if ye do the things which I command you."

Ps. 56:3.

"What time I am afraid,  
I will put my trust in thee."

Ps. 92:1, 2.

"It is a good thing to give thanks unto the Lord,  
And to sing praises unto thy name, O Most High;  
To show forth thy lovingkindness in the morning,  
And thy faithfulness every night."

Honor Work: The Christmas Story. Luke 2:8-14.

**Hymns** (four to be selected):

"Silent Night." ("Songs for Little People.")

"Be Ye Kind." ("Worship and Conduct Songs.")

"Morning Hymn." ("Songs for Little People.")

"What Time I Am Afraid." ("Songs for Little People.")

"I Want to Send a Whisper Song." ("Melodies.")

"He Cares for Me." ("Songs for Little People.")

**Prayers:**

**A MORNING PRAYER**

"Jesus, bless and help me,  
All the long day through,  
Keep me safe from danger,  
Teach me what to do."



AN EVENING PRAYER

Father, I thank thee for this day,  
For home and food and friends and play,  
And for thy love and care alway.  
I love thee, heavenly Father.  
—Margaret Holden.

A GOOD-NIGHT PRAYER

Our Father, you have given me  
So much of love and joy to-day,  
That I am thinking joy and love  
To other children far away.  
Wherever they lie down to sleep  
Happy and tired with work and play,  
Yellow and brown and black and white,  
Our Father, bless us all to-night!  
—Amelia Burr.

Third Year

Scripture:

John 3: 16. "God so loved the world, that he gave his only begotten Son, that whosoever believeth on him should not perish, but have eternal life."

I John 4: 11. "If God so loved us, we also ought to love one another."

The greatest Commandment: Mark 12: 30, 31. "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength. . . . Thou shalt love thy neighbor as thyself."

The Lord's Prayer: Matt. 6: 9-13. "Our Father who art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done, as in heaven, so on earth. Give us this day our daily bread. And forgive us our debts, as we also have forgiven our debtors. And bring us not into temptation, but deliver us from the evil one." (For thine is the kingdom and the power and the glory, for ever and ever. Amen.)

The Easter Story: Mark 6: 1-7.

Shorter Commandments (selected):

- I. "Thou shalt have no other gods before me."
- III. "Thou shalt not take the name of the Lord thy God in vain."
- IV. "Remember the sabbath day, to keep it holy."
- V. "Honor thy father and thy mother."
- VIII. "Thou shalt not steal."
- IX. "Thou shalt not bear false witness."
- X. "Thou shalt not covet."

Honor Work: Psalm 23.

**Hymns** (four to be selected):

"Tell Me the Stories of Jesus." ("A First Book in Hymns and Worship.")

"The Bible." ("Worship and Conduct Songs.")

"Children of One Father." ("Worship and Conduct Songs.")

"Hymn of Praise." ("A First Book in Hymns and Worship.")

"A Child's Day." ("Worship and Conduct Songs.")

"This Is My Father's World." (See the new Primary hymnal.)

**Prayer:**

"We thank thee, heavenly Father,  
For sunshine and for rain,  
For birds and flowers of summertime,  
For autumn's golden grain."

**Verses:**

It is very nice to think  
The world is full of meat and drink,  
With little children saying grace  
In every Christian kind of place.

—*Robert Louis Stevenson.*

Back of the loaf is the snowy flour;  
And back of the flour, the mill;  
And back of the mill is the wheat and the shower  
And the sun and the Father's will.

—*Maltbie Babcock.*

## **The Junior Department**

(Children Nine, Ten, and Eleven Years Old)

With the Junior years memory reaches its high mark of achievement. The mental ability to acquire and to retain, which has been developing during the earlier years, makes the Junior and Intermediate periods Nature's best storing-away time. It is, therefore, important that the teacher take advantage of the opportunity which these years offer, and that she make the gathering of memory treasures a highly delightful activity.

Here again, the material listed is intended to be merely suggestive; the teacher or superintendent is left free to select that which best meets the needs of the group. Nor are the suggestions for the different years arranged with any idea of sequence, since the material, if it is to be of fullest value to the Junior, must be linked with his needs and interests as they arise.

### **First Year**

#### **Facts About the Bible:**

The meaning of the word, "Bible." (The little books.)

The number of books it contains. (Sixty-six.)

The two main divisions. (Old Testament and New Testament.)

The number of books in each part. (Old Testament, 39; New Testament, 27.)

The five divisions of the Old Testament and the books in each.

Law (five books): Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

History (twelve books): Joshua, Judges, Ruth, I Samuel, II Samuel, I Kings, II Kings, I Chronicles, II Chronicles, Ezra, Nehemiah, Esther.

Poetry (five books): Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon.

Major Prophets (five books): Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel.

Minor Prophets (twelve books): Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

The names of the twelve apostles. (Matt. 10: 2-4.)



### **Scripture:**

Junior motto: James 1:22. "Be ye doers of the word, and not hearers only."

Psalm 24. "The earth is Jehovah's, and the fulness thereof."

Christmas Story: Luke 2:8-20.

Verses About Giving: Acts 20:35. "It is more blessed to give than to receive." Deut. 16:17. "Every man shall give as he is able."

Honor Work: Psalm 1.

### **The Shorter Catechism:**

Questions 1 to 35. (Honor Work.)

NOTE: "Catechetical Bible Lessons," by Nahum Wesley Grover, published by the Board of Christian Education of the Presbyterian Church in the U. S. A., Philadelphia, Pa., is a splendid alternative to the Shorter Catechism, inasmuch as it answers each question briefly, giving in addition a Scripture verse bearing directly on the question itself. Thus:

1. Who made the world?

God made the world. "In the beginning God created the heavens and the earth." Gen. 1:1.

### **Hymns** (four to be selected aside from the Doxology):

"Praise God, from Whom All Blessings Flow."

"The Word of God Shall Guide My Feet."

"The King of Love My Shepherd Is."

"O Little Town of Bethlehem."

"Fling Out the Banner! Let It Float."

### **Prayer Verse** (World Brotherhood):

Our Father, as we give thee thanks

For all thy love and help and care,

We pray thee, bless our unknown friends,

The boys and girls of everywhere. Amen.

—Margaret Holden.

### **Salute to the Christian Flag:**

I pledge allegiance to the Christian flag and to the Saviour for whose Kingdom it stands: one brotherhood, uniting all mankind in service and love.

## Second Year

### Facts About the New Testament:

The five divisions of the New Testament and the books in each:

Gospels (four books): Matthew, Mark, Luke, John.

History (one book): The Acts.

Paul's letters (fourteen books): Romans, I Corinthians, II Corinthians, Galatians, Ephesians, Philippians, Colossians, I Thessalonians, II Thessalonians, I Timothy, II Timothy, Titus, Philemon, Hebrews.

General letters (seven books): James, I Peter, II Peter, I John, II John, III John, Jude.

Prophecy (one book): Revelation.

### Scripture:

Easter Story: John 20: 1-9.

Jesus' Words: John 15: 1-12.

Verses on Giving:

II Cor. 8: 12. "If the readiness is there, it is acceptable according as a man hath, not according as he hath not."

II Cor. 9: 7. "Let each man do according as he hath purposed in his heart: not grudgingly, or of necessity: for God loveth a cheerful giver."

Beatitudes: Matt. 5: 1-12.

Honor Work: Psalm 19: 1-6.

### The Shorter Catechism:

Questions 36 to 70. See also note on page 16. (Honor Work.)

### Hymns:

"Dare to Be Brave, Dare to Be True."

"Faith of Our Fathers! Living Still."

"We've a Story to Tell to the Nations."

"The First Noel the Angels Did Say."

**Response:** "Holy, Holy, Holy, Lord God of Hosts!"  
(Refrain of "Day Is Dying in the West.")

**Prayer Verse** (World Brotherhood):

We pray, dear Lord, that all the world around,  
The boys and girls of every race and land  
May learn to know and love thee as their Friend.  
Help them, O God, to hear and understand. Amen.  
—*Ruth Foster Wingate.*

**Third Year**

**Scripture:**

The Christmas Story: Matt. 2: 1–12.

Some Rules of Living:

II Tim. 2: 15. "Give diligence to present thyself approved unto God, a workman that needeth not to be ashamed, handling aright the word of truth."

Micah 6: 8. "What doth Jehovah require of thee, but to do justly, and to love kindness, and to walk humbly with thy God?"

Acts 20: 35. "In all things I gave you an example, that so laboring ye ought to help the weak, and to remember the words of the Lord Jesus, that he himself said, It is more blessed to give than to receive."

Phil. 2: 5. "Have this mind in you, which was also in Christ Jesus."

The Traveler's Psalm: Psalm 121.

The Love Chapter: I Cor., ch. 13.

Honor Work: Psalm 91, or the life of Christ outlined in Scripture passages as follows:

Jesus was born in Bethlehem . . . . . Herod the king.  
Matt. 2: 1.

Jesus advanced . . . . . and men. Luke 2: 52.

Jesus came from Nazareth . . . . . in the Jordan.  
Mark 1: 9.

One that hath been . . . . . tempted . . . . . without sin. Heb. 4: 15.

He appointed twelve . . . . . to preach. Mark 3: 14.

He came to Nazareth . . . . . stood up to read. Luke 4: 16.

Jesus went about . . . . . the people. Matt. 4: 23.

The Son of man . . . . . ransom for many. Matt. 20: 28.

Judas Iscariot . . . . . deliver him unto them. Mark 14: 10, 11.



And they that had taken Jesus . . . . . together. Matt. 26: 57.

Now when morning . . . . . governor. Matt. 27: 1, 2.

Then Pilate . . . . . their hands. John 19: 1-3.

And when they had mocked . . . . . to crucify him. Matt. 27: 31.

And when they came . . . . . what they do. Luke 23: 33, 34a.

And when even was come . . . . . and departed. Matt. 27: 57-60.

Now late on the sabbath . . . . . end of the world. Matt. 28: 1, 2, 5, 6, 16-20.

Ye shall receive power . . . . . into heaven. Acts 1: 8-11.

Let not your heart . . . . . ye may be also. John 14: 1-3.

### **The Shorter Catechism:**

Questions 71 to 107. See also note on page 16. (Honor Work.)

The Apostles' Creed:

I believe in God the Father Almighty, Maker of heaven and earth: And in Jesus Christ his only Son, our Lord; who was conceived by the Holy Ghost, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead, and buried; he descended into hell;\* the third day he rose again from the dead; he ascended into heaven, and sitteth on the right hand of God the Father Almighty; from thence he shall come to judge the quick and the dead.

I believe in the Holy Ghost; the holy Catholic Church; the communion of saints; the forgiveness of sins; the resurrection of the body; and the life everlasting. Amen.

### **Hymns (four to be selected):**

"I Would Be True."

"Come, Ye Thankful People, Come."

"Faith of Our Fathers."

"In Christ There Is No East or West."

"Our Gifts, Dear Lord, We Bring."

\**i.e.* Continued in the state of the dead, and under the power of death, until the third day.

**Prayer Verse (World Brotherhood):**

A tithe to God? Is this too much  
For all he does for me?  
He gives me shelter, love, and friends,  
His princely gift each day he sends,  
His hand in all I see.

A tithe to God? His loving touch  
Creates my world anew;  
And all the world bows down in prayer;  
Each little bird and blossom fair  
Does all that it can do.

—*Anna M. Worth.*

## V. HOW TO TEACH MEMORY WORK

In order that the children be not like those of whom it was said, "This people honoreth me with their lips; but their heart is far from me," there must be a clear understanding and a genuine appreciation of the material to be memorized. This cannot be accomplished by breaking the material into sections to be learned by rote; but it is to be achieved by developing the pupil's interest and understanding through the use of stories and pictures and careful explanation. An emotional response on the part of the child—is not this the meaning of the old-time expression, "learning by heart"?

In these crowded days when our boys and girls can truly echo the words,

"My mind is so full of a number of things,

The new lessons I learn seem to speed off on wings,"  
it is essential that there be frequent recall of the memory material. Short invigorating periods of review and frequent use of the material in the worship service and in the lesson treatment are of tremendous value in keeping the memory active. Thus will the material become a part of the pupil's life—not something stored away in a memory attic, but something of actual usefulness in the everyday life of the individual.

## VI. THE USE OF MEMORY MATERIAL

**In the worship service.** When the memory material has become a possession of the individual, an actual part

of him, he is able to worship with the heart and with the understanding unhampered by the necessity of a songbook or any printed words. Then can the songs and responses and prayers and Scripture passages come from the heart.

**During the lesson period.** The memory material may be of value in introducing a new story, in reviewing past stories or lesson thoughts, or in dealing with certain conduct problems which arise.

**In the handwork period.** Making memory books, illustrating songs or Bible passages.

**In deepening appreciation.**

**In dramatization.**

**In picture study.**

**In the church service.** The use of hymns, Scripture passages, and responses learned in Church School is a source of genuine pleasure and of real help to the child.

**In meeting the problems of everyday life.** It is not uncommon for a certain memory passage to come to mind to influence a decision.



## STANDARDS FOR PROMOTION

Of that matchless Child of long ago we read, "Jesus advanced in wisdom and stature, and in favor with God and men." His was the normal all-round development—physical, mental, spiritual, and social—which is the birth-right of every child. A normal Christian development includes all the factors mentioned above, and the Church School, if it would deal fairly with its children, must through a well-planned curriculum furnish for them both the opportunity and the incentive that insure Christian growth.

It is characteristic of human nature to appreciate more fully that which demands some expenditure of time or money or effort, and to look with a certain degree of indifference, or even contempt, upon that which involves no cost. This is as true in the realm of religious education as it is in any other department of life. Boys and girls appreciate that for which they must work, and there is quickened a desire to secure the thing which requires some investment of time and effort.

Aside from the pupils' attitude toward specific achievements in their work there are certain educational principles underlying promotion.

### I. EDUCATIONAL PRINCIPLES UNDERLYING PROMOTION

**Growth should be recognized.** There is inherent in human nature a love of recognition, and the child who has done a worth-while piece of work not only appreciates but is entitled to an expression of approval. His eagerness to grow physically should be paralleled by his enthusiasm to develop in mind and spirit, and in both cases the Church School's recognition of his achievement is to him a worthy incentive and a glorious delight.

The Church School which assigns a specific requirement for each grade of each department (above the Beginners Department), and gives special recognition to those who achieve the required goal has thereby furnished stepping-stones to higher achievement, and has at the same time established a means of measuring the pupils' progress.

**Provision for further growth should be provided.** It is not enough that a child meet certain requirements in a given grade or department. The acquiring of an assigned body of memory material and the developing of certain skills are not ends in themselves, but merely means toward an end. Very wisely has it been said, "The mind is not a garner to be filled, but a garden to be tilled." We plant that we may gather harvests, thereby making provision for more extensive planting and more abundant harvests; and foolish indeed is the farmer who while he stores his barns with this year's generous yield makes no provision for future planting and ingathering.

The simple achievements of the Beginners Department prepare the way for the more advanced requirements of the Primary grades, and these in turn strengthen the pupil's powers for the more difficult undertakings of the Junior Department. Thus, by a gradual and interesting process the child is led "from strength to strength." Each succeeding accomplishment is an upward step, increasing the pupil's powers and enlarging his vision. As a climax to each year's work, advancement from grade to grade and promotion from department to department furnish the school an opportunity to recognize the pupil's growth and to provide for further development.

**Pupil achievement should be recognized in a manner which truly indicates what has been accomplished.** The annual Promotion Day program provides the Church School with an excellent opportunity to impress upon its members and friends the dignity of learning. There is a type of tawdry program that is well named "Promotion Exercises," consisting as it does of the mental contortions and vocal gymnastics required for the memorizing of inane verses, worthless tunes, and meaningless

drills. Valuable time and priceless ability are wasted on a showy demonstration that is of brief, but none too brief, duration.

One of the features of the Rally Day program is likely to be the usual promotion exercises of the school. In a certain school these were conducted by the general superintendent, assisted by the superintendents of the various departments. Older children were promoted into the next higher grade with proper expressions of good wishes for their success and happiness there; younger children were received from the next lower grade with methodical and somewhat matter-of-fact speeches of welcome. Both the outgoing and the incoming groups were equipped with small rolls of heavy white paper, around which were tied bits of colored ribbon which varied with the different groups. There was much confusion connected with the distribution of these small white rolls, and the children received them with mild expressions of curiosity in the younger groups, and broad, sheepish grins in the older groups.

After the service was over I was invited to dinner by the mother of one of the newly promoted Juniors. I accepted gratefully and, accompanied by my hostess, arrived at the house where I was to be entertained just a few minutes before the young son himself reached home. Carelessly he tossed the little white roll on to the sofa, whence it fell to the floor, lying there ignored by its owner.

"Why, William!" exclaimed his good mother reprovingly. "Is that any way to treat your diploma?"

"'T ain't a diploma," stated William briefly, but, feeling his mother's eye upon him, he stooped and picked up the document in question and tossed it with more emphasis than care beside his cap.

"What is it, then?" insisted William's mother.

"Just a thing they pass out to all the fellers when they leave the Junior Department," answered William without looking up. "It don't mean nuthin'."

William's utterly indifferent attitude was a far more finished product than was his grammar. It reflected so



exactly the attitude of the others promoted that morning that I could not but wonder at the reason that must lie behind such wholesale unconcern. I picked up the neglected roll and slipped off the ribbon. In large letters, the certificate bore the following inscription:

JUNIOR DEPARTMENT  
PROMOTION CERTIFICATE

This certifies that  
William Dean Blank,

having reached the required age and having completed the assigned course of study in the Junior Department, is hereby promoted to the

INTERMEDIATE DEPARTMENT

of the ..... School of Springfield, Massachusetts.

There was a place for the signature of the superintendent of the school, the superintendent of the Junior Department, and the pastor of the church.

"How does it feel to be an Intermediate boy, William?" I asked.

"No different," drawled William, not looking up from his paper.

"What did you do in the Junior Department to earn promotion and this certificate?" I persisted.

"Oh, I dunno," replied William. "We were supposed to know The Ten Commandments, The Apostles' Creed, and some psalms. Benny Hearn was the only one who really knew 'em. We let him say 'em and we joined in sometimes when we knew what he was saying."

"But the certificate says, 'Having completed the assigned course of study in the Junior Department, is hereby promoted,'" I continued.

But William's interest had given out; in fact, he seemed to feel that he had tolerated me and my questions long enough. He turned back to his interrupted story with one remark: "I don't know what it says; it don't mean nuthin', anyway. You can have it if you want it," he added generously.

I thanked William and, taking him at his word, carried the certificate home with me. I wanted to look at it and think about it; I wanted to get William's point of view with regard to the whole matter of promotion, for it seemed so typical of what many other Juniors were thinking.

At home I read again the inscription: "Having completed the assigned course of study." Evidently this certificate was intended to serve as a recognition of work done by its owner. Why, then, had it failed to impress William and all the other eleven-year-old boys and girls who had received such? Certainly if there is any age when badges, buttons, and other forms of recognition are prized it is within the Junior years. I was sure it could not be because of any lack of taste in the decoration, for Juniors will treasure the most unlovely of symbols, if only they have meaning.

If only the symbols have meaning! That was the secret. The certificate meant recognition of accomplishment, but nothing very particular had been accomplished. Juniors are about the shrewdest crowd with which the average teacher will ever come into contact. No one knows so well as they do just what they deserve in the way of recognition, and none despise so unequivocally as Juniors do the honors received under false pretenses. Perhaps they think that the teachers and officers of their department are taking a certain advantage of them by calling attention to the promoted group as an indication of their own year's work. A Junior is clever enough to understand that the teacher more or less shares with him the glamour of such a service; for, if truly earned, promotion is equally creditable to teacher and pupil.

A certificate of promotion should be given only to those who deserve it. "But let's be practical," argues the Sunday School superintendent. "You cannot keep back half a class that has not done the work while the more faithful members go ahead into the higher grade. The remaining unpromoted pupils simply will not stay; they'll leave the school. It is better to promote them and do them all the good you can, even if the work of the higher grade is a bit beyond them, than to lose them entirely."

All of this is quite true, Mr. Superintendent. But do not give them a written signed statement declaring that

they deserve the promotion they are getting. Let them pass on with the others if need be, but do not declare them equally deserving. Give certificates only to the deserving, that they may bear them home honorably, glad to show them to their friends as symbols of accomplishment.

A certificate of promotion should indeed be a certificate of recognition. It should state clearly the list of things in which a Junior may win honors—regularity of attendance, punctuality, memory work, faithful lesson preparation, growth in character, coöperation within the department, and other items—and each Junior's certificate should have starred those virtues in which he has excelled, leaving blank those spaces which he has left blank within his own experience during his stay in the department. And let those who have earned no honors slip by with their friends into another group, if they will, but not with unearned honors in their hands.

With meaning attached to his certificate, and with a feeling that honor has been given for honest effort made and accomplishment truly wrought, the Junior proudly takes his place in the older group, ready for new achievement and new growth in religious knowledge and Christian character.

The Promotion Day program which grows out of the work of the various departments truly demonstrates to the audience the ideas and ideals by which the school stands and for which it exists. The Scripture, responses, songs, and other features which have been a vital part of the children's worship, and the skills which they have acquired as an integral part of their work and study, furnish a natural and representative expression for their promotion service.

**Growth should be measured not only by what a child knows but by what he has become.** In this age of standardization, when tests and measurements are applied with tireless fervor to every detail of our complex life, when the realms of science and education and business and agriculture and manufacture and religion are despotically ruled by rigid tabulations, the Church School, eager to keep pace in the forward march of progress, finds itself



confronted with the difficult problem of discovering an accurate gauge by which to estimate the growth of its pupils. But the Master's words, "By their fruits ye shall know them," suggest that spiritual growth, if it can be measured at all, must be estimated by those results which reveal themselves in conduct. Realizing that the supreme question is not, "What has the child learned?" but rather, "What has the child's learning helped him to become?" religious education seeks to enable its pupils to translate knowledge into conduct, to interpret belief in terms of behavior, to "put their creed into their deed." This involves a twofold standard for promotion.

## II. STANDARDS FOR PROMOTION

### Memory Material

For detailed outlines see the first section of this leaflet.

### Conduct Achievement

So much is desirable by way of conduct achievement that it seems almost impossible to limit the character traits by making a choice from among them. However, it is necessary that this be done, not that all other highly desirable traits and growth in them may be eliminated, but that some concrete record of growth may be kept. To do this certain limitations are necessary. Therefore, only four character traits have been chosen. They have been selected both because they are of particular importance to children face to face with practical problems arising from our common necessity for social living and because they may be made concrete in the thinking of the children themselves. The four selected are given below.

**Participation.** Because "we learn by doing," the real test of a department's work is not to be estimated by the passivity of the children during the session or by the frequency with which they have interrupted the teacher's flow of language, which may seem to the child like the brook going "on forever." The success of any session is to be truly measured by the extent to which each pupil has

been a sharer in the program and the lesson. This, of course, presupposes a leader whose program permits pupil participation.

**Dependability.** This is the substantial foundation upon which all consistent Christian living rests. It is not only desirable but altogether possible in a child, and it is during the habit-forming years of childhood that the foundation may most effectively be laid. By means of definite requirements the teacher may help the child to establish the habit of dependability. The assignments must be entirely within the scope of the child's ability; they must be clearly understood by him; they must be of a nature to appeal to his interests; and his honest effort to perform a given task must be given due recognition by the leader.

**Coöperation.** This includes not only the child's participation as an individual in the activities of the group, but also his ability to work whole-heartedly as a member of the group. Through these social contacts his horizon of interest must widen from the self-centered attitude of early childhood to the world consciousness of Christian idealism.

**Self-Control.** So difficult and so tremendously important is the ruling of one's own spirit that a wise man of long ago classified it as being a greater achievement than the conquering of a city,<sup>1</sup> and Paul in writing to the people of Galatia listed it as the climax in his enumeration of Christian virtues.<sup>2</sup> Here again the Church School may make a tremendous contribution to the life of the child by providing incentives and encouragement.

Naturally all four of these traits will manifest themselves in different ways and by various degrees of ability in the varying age groups of the Children's Division. For example, a dependable Beginner is not ready for the same kind and amount of responsibility that can be given to the dependable Primary or Junior child. A six-year-old is far less able

<sup>1</sup>Prov. 16: 32.   <sup>2</sup>Gal. 5: 32.

to coöperate than is the Junior, with his newly developing interest in group life and group undertakings. We expect an eleven-year-old to give up willingly, for the sake of his team, a chance to make a goal in order that a more skilled teammate may do so, but a six-year-old could not be expected to take such an attitude and maintain it habitually. His willingness to give up his turn, to share his own possession, to recognize the needs and the rights of the larger group, is impulsive and limited. But these transient impulses can be fostered and trained; they can bring certain satisfaction in the delight the child experiences at the approval of parent, teacher, or playmate. Likewise will participation and self-control vary through the range of age from four to eleven, and for this the workers in each age group must allow.

The "desired outcomes" for the three age-group programs will be invaluable to the workers who are looking for more detailed statements of what we are working for in the Christian character development of our Beginners, Primary, and Junior groups.

### III. METHOD

**Plan for progressive development in achieving promotion standards.** Just as a building grows as the bricks or stones are placed row upon row, so the memory structure develops as material is added to that which has gone before. This means that the memory material must be graded, and thereby suited to the needs and abilities of the child at each stage of his development. This is the underlying principle of the selections made for the various departments of the Children's Division and used in the first part of this leaflet. The principle suggests that the skills acquired during the Primary years are a preparation for the higher accomplishments of the Junior grades.

A careful study of the year-by-year suggestions in the memory curriculum prepared for the three age groups and given in the first part of this leaflet will make the principle clear. In similar fashion progress in character or conduct development may be provided for and expected.

**Definite plan for accomplishment and frequent checking.** The promotion requirements of each department should be broken up into years, and each year's work into quarters as evenly balanced as possible. If this is done the child is not confronted by a dismaying array of tasks which seem to him impossible. The old adage, "One thing at a time and that done well," applies most aptly to this question. If this method is used the teacher or a secretary may check up at the end of each month or each quarter, and a careful record of the child's accomplishments may be kept.

**Use of charts and other measuring devices.** Many and varied are the systems of grading and marking. Four-point systems and six-point systems are to be found in abundance. Because the report-card system is so familiar to the children in their public-school work, many Church Schools have adopted it, with varying degrees of success.

A plan which appeals to a child's sense of justice is the furnishing of two report cards, one to be filled out by the pupil and the other by the teacher. This checking up of his own work by the pupil has proved most valuable. The report cards can be made by the pupils themselves, or the teacher may make them for the group. They may be light-weight cards on which are printed or typed the points which are to be rated. Below is a suggestion for such a simple report card or checking chart with directions for its use.

The self-rating chart is prepared for Junior pupils only, as its use with children below nine years of age is of questionable value. Teachers may keep such charts for their pupils, or similar charts, worked out according to each teacher's plan and purpose, may be made on cards and kept in an index.



## MY CHART

(A Self-Rating Junior Chart)

I try to make our class and our department better by doing my part. This means that in Period\* ( ) I try to

[illegible]

This is a quarterly chart by means of which Juniors may rate their own individual growth and development in social living. Each pupil should have his own chart, and, after the plan has been carefully explained, be allowed to keep his own record. The chart provides for a daily record in all three types of Junior organization. Each of the five

\*Period 1—Sunday School.

" 2—Society Period.

3—Week Day School of Religion, clubs, Missionary Society, and so forth.

## STANDARDS FOR PROMOTION

points is concretely explained. The scale of marks should be as follows: Scores of 90-100 = A; 80-90 = B; 70-80 = C; below 70 = D. Time for checking should be given at the close of each session; three to five minutes is sufficient for this.

When the pupils thoroughly understand the plan and have developed certain standards by which to judge their own conduct, the teacher may suggest that each pupil may wish to make and keep a daily chart to be used at home and checked each night before bedtime.

It will be necessary to explain the purpose of the charts, and to help the children in evaluating their conduct at first, perhaps. This should be done very impersonally, with no trace of censure. Naturally, the children will be shy and sensitive, and your help will be mostly in the nature of explanation given at all times with the utmost tact. Encourage the children to place their own evaluation on their daily living as soon as possible, for Juniors are usually not satisfied with anything but a high standard, once they understand what is involved and what is expected of them.

### QUARTERLY REPORT CARD

Name..... Junior Department

Address..... Quarter, 19....

		Quarterly													Record
Points		1	2	3	4	5	6	7	8	9	10	11	12	13	
20	Attendance.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Punctuality.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Offering.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Church Attendance.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Interest.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Participation.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Dependability.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Coöperation.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	Self-Control.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
100	Total.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Self-control includes courtesy, truthfulness, control of temper, and recognition of the rights of others.

## STANDARDS FOR PROMOTION

---

We shall be glad to answer any questions and to consider any suggestions for the bettering of the department, and we shall appreciate having you visit the department whenever you can.

After examining the report, will you please sign and return it?

Sincerely yours,

.....  
Superintendent.

Signed

.....  
Teacher.

The teacher in making up her quarterly reports will need to have recourse to her own daily and weekly records, or she may use the self-rating chart submitted weekly by the individual members of her class. The number of points allowed for each perfectly fulfilled requirement is given at the left. The rating in the fourteenth column may be either by letter, as is suggested on the pupil's chart, or by the equivalent numerical standing. The average of the daily or weekly records will determine the final mark in each item for the quarter.

On the back of the cards should be typed or printed a note similar to the one given below, which explains the meaning of the reports and the purpose of sending them out:

**Dear Friend:**

Because we believe that you are interested in knowing about the work of our department and your child's share in it, we are sending you this report for the past quarter. In the left-hand column, headed "Points," you will see how many credits are given for each of the nine requirements perfectly carried out. Variations from these allowances indicate the point of development which your child has reached in as far as it can be measured in the limited time he spends with his Church School group.

Interest includes bringing a Bible and other tools to class, completing home assignments, listening, and doing purposeful thinking.

Participation includes the completion of work undertaken, punctuality, fair play, and the care of group property.

Coöperation includes willing and cheerful helpfulness in all group undertakings.

**Promotion: yearly and departmental.** In most schools the last Sunday in September or the first in October is considered the best time for promotion, and the graduates are then ready to begin with new enthusiasm the work of

the new grade or department. Some schools prefer to have the promotion service of each department held in its own room, but there are serious objections to this proceeding when several children from one family are to be promoted to different grades and each child wants his mother and father present. Furthermore, it seems as if so important an event as a promotion should call forth the united enthusiasm of the entire school.

Since three years seem like a very long time to wait for any recognition the department superintendent and teacher will wish to recognize in some simple fashion the promotion from year to year of the children within the department.

The program should be worked out by representatives of the different departments, and it is desirable that it be built around a given theme. If a program is to be given in the department it will be possible for each grade to have some part; but if the entire school is uniting it may be necessary to allow only the graduates to take part.

Songs, pictures, stories, and dramatic play which have been part of the class course may be a part of the departmental program of promotion and as such would be better confined to the department itself than made a part of the promotion plan of the school as a whole. It is well to present to each child at the end of the year's work a promotion card stating that he is promoted to the second or third grade within the department.

Forms for promotion cards for use within a department as well as forms for certificates or diplomas of promotion for use between departments, are now in the process of reconstruction. The plan of reconstruction includes the new output, which will provide for a more accurate statement of progress and growth and, it is hoped, will be ready for use in the near future.

For pupils who are being promoted from one department to another certificates should be provided. Many attractive designs are available. Those selected for each department should be rolled and tied with the department colors—white for the Cradle Roll, blue for Beginners, pink for Primary, and red for Junior.

To those pupils who have done exceptionally good work, having completed not only the regular assignments but also the extra honor work, special recognition should be given.



A short piece of ribbon attached to the diploma by means of a seal is a mark of distinction which the successful graduate greatly appreciates. The pupils whose grades range from eighty-five to ninety-five may be awarded seals bearing the word "Honor," while for those whose grades exceed ninety-five there is available a seal labeled "Highest Honor." A seal bearing the words "Special Honor" may be affixed to the diploma of each graduate who, along with the regular requirements, has done a special piece of work—extra memory work, the making of certain books or models, the completing of some piece of map work, a special service project, or the like. These seals may be secured for fifteen cents a dozen from the Presbyterian Book Store, Witherspoon Building, Philadelphia. If preferred, a plain gold or silver seal may be used.

#### IV. PROMOTION DAY

**Preparation for promotion.** As the great day draws near there must be a final survey of each pupil's work, in order that the more careless or tardy pupils may be reminded of their duties and helped to complete the requirements and to be promoted with honor if possible.

In each grade the graduates should be permitted to share in the planning of the program. It is their day, and their interest will be far keener if they themselves have helped to work out the details of the program. The idea of sharing the experiences and satisfactions of the past year with parents and friends should be an underlying motive for any promotion program. It will be necessary for the heads of the departments to have agreed upon a theme to which each group may contribute. With this theme in mind the children may be led to suggest ways in which they may contribute to the program. They may use the varied elements of the past year's work, including song, story, picture, and play. As far as possible the children's suggestions should be utilized in the program.

To the child, promotion is an interesting experience. His ego is gratified as he finds himself the center of attention and the recipient of honors. It is a memory which will remain with him through the years, a memory of an experience altogether delightful. But in this connection

we need to sound for ourselves a word of warning lest we be guilty of sinning against the child by encouraging all unintentionally a spirit of priggishness. Let us see to it that the program, and the entire atmosphere, be that of service and coöperation rather than of personal glorification.

### Program

**Suggestions for building programs.** Having agreed early in the summer upon a certain theme to which each department will be able to contribute, the committee, composed of department superintendents and graduates, will need to decide about the different features to be presented and the order of their presentation. It is wise to arrange that the graduates of the different departments take part in the order of their age: the Cradle Roll graduates first, followed by the Beginners, and then the graduates of other departments in their order. A more balanced and unified program is possible when each department makes a contribution at the place in which it seems to be most fitting. It is highly important that provision be made for the withdrawal of Cradle Roll and Beginners children when their part of the program is completed. These little people actually suffer nervously and grow peevish and fatigued at being asked to sit quietly through a long program of which they understand little or nothing. They should return to their own departments early in the hour and there under the watchful care of teachers or other helpers be allowed to play, sing, and work happily together as they are accustomed to doing in the Sunday School session.

After a brief praise service, in which the entire audience participates, the Scripture may be recited by the Junior graduates, who repeat one of their memory passages. A song having the same theme may be sung by the Primary graduates, who have learned it as a part of their memory work. The Cradle Roll recognition service should follow, in which each baby is presented with a flower, and then, accompanied by parent or teacher, is allowed to withdraw. The Beginners promotion program should conclude the first part of the service. At its close the children should be allowed to return for their own Sunday School session, during which they might welcome new members from the

Cradle Roll and perhaps take part in a special department plan for the day. The rest of the school should continue the program after a song during which the little people withdraw.

After the offering has been gathered by some Intermediate ushers an offering prayer familiar to the Primary children may be repeated in unison. Verses and songs memorized during the year by the tiniest graduates should be an integral part of the Primary promotion program, which may be appropriately closed by a brief and earnest talk by the pastor, challenging the graduates to higher endeavor and loftier achievement.

The closing feature of the exercises will be the awarding of diplomas to those above the Beginners Department, each company of graduates in turn going to the front to receive the diplomas from the general superintendent. In order to avoid delay or confusion the name of each graduate should be typewritten on a small paper and slipped under the ribbon that is around the diploma. If the school is large, with many graduates, it will facilitate matters for the department superintendent who knows the children to assist in distributing the diplomas.

As far as possible the program should be carried through without announcement.

In many schools it is the custom to give to each Primary graduate a Bible. His recently acquired ability to read and his entrance into a new department where Bible-reading will be required make this an opportune time for the presenting of such a gift.

**Program outlines.** The following program outlines are intended to be merely suggestive; each department must adapt them to its own needs and abilities.

### THEME: JESUS OUR FRIEND

**HYMN** (by Primary Department): "Tell Me the Stories of Jesus," Stanzas 1 and 2.

**STORY** (by Primary graduates): "Jesus and the Children," Matt. 19:13-15.

**BEGINNERS SONG** (by Beginners Department): "Jesus Loves Me! This I Know."



## STANDARDS FOR PROMOTION

---

**PRAYER** (brief and simple so that the little children can follow understandingly).

Cradle Roll graduates join the Beginners group (only graduates present).

**BEGINNERS VERSES:** Given in response to lesson pictures shown. (Each Beginner may hold a new member by the hand as this is done.) Diplomas given the graduates, who remain with Primary Department while others withdraw during the singing of a hymn or an organ recessional.

**SCRIPTURE** (by Junior graduates): Memory passage about Jesus.

**MAP TALK** (by Junior boys).

**ORIGINAL STORIES ABOUT JESUS** (read by their Junior and Intermediate authors).

(In the Junior Departmental Graded Materials, Unit II, "Jesus, the Kind and Courageous," there is a suggestion that the Juniors try to write a four-sentence story around their favorite incident in the life of Christ. A similar plan could be adopted in connection with any unit upon which the Juniors or Intermediates have already completed study.)

**OFFERING SERVICE** (offering to be taken by members of the Intermediate Department).

**SONG RESPONSE:** "Our Gifts" (by Juniors).

**PRAYER VERSE** (by Primary graduates).

### THEME: "DOERS OF THE WORD"

How Cradle Roll Graduates May Be "Doers of the Word" (songs and verses by the graduates).

How Beginners May Be "Doers of the Word" (simple dramatization based on familiar Bible verses or stories or songs).

How Primary Children May Be "Doers of the Word" (Scripture, songs, and stories by the Primary graduates).

How Juniors May Be "Doers of the Word" (original papers or stories with Scripture and hymns. Such hymns as "I Would Be True," or "When Thy Heart with Joy O'erflowing" are appropriate).

Other suitable themes are: "Service," "Our Father's Love and Care," "The Bible," "When Jesus Was a Boy."

A very effective program in Scripture and song may be worked out. The themes listed above lend themselves admirably to this type of program.





Gaylord Bros.  
Makers  
Syracuse, N. Y.  
PAT. JAN. 21, 1908

# Date Due

Ja 24 '47

AP 27 '53





Princeton Theological Seminary-Speer Library



1 1012 01035 3870